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ABSTRACT

In 1984, Waunakee Community School District (Wisconsin) developed the Teaching Incentives Pilot Program to study teacher compensation, teacher evaluation, and staff development. The program goals were (1) to provide a system to retain and reward competent teachers, (2) to promote educational excellence through quality instructors, and (3) to link evaluations and staff development to the improvement of classroom instructors. To reach these ends, an alternative salary committee consisting of teachers, administrators, board members, and community members was formed. A subcommittee designed an evaluation instrument and model that was field tested from September through December 1985. During this time, feedback from teachers and administrative participants was encouraged. The evaluation subcommittee studied recommendations and field test data and approved them for inclusion in the proposal. Meanwhile, the salary subcommittee worked on monetary incentives to encourage professionalism, promote educational excellence, and reward teachers for demonstrated competence. In March 1986, the entire committee approved the proposals summarized in this report as final recommendations for meeting the original pilot program's goals. Sections 2 through 9 outline the elements of the proposal, including the general program, career ladder and salary structures, teacher performance evaluation model, evaluation process guidelines, performance criteria, and formal and summative evaluation reports. The proposal will work only if constantly monitored, assessed, and modified. (MLH)

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WAUNAKEE TEACHER INCENTIVES PROPOSAL

WAUNAKEE COMMUNITY SCHOOL DISTRICT

SCHOOL DRIVE

WAUNAKEE, WISCONSIN 53597

EA 019 158

ALLEN K. ROSENTHAL, DISTRICT ADMINISTRATOR

JAMES J. HEFFERNAN, ASSISTANT DISTRICT ADMINISTRATOR

MARK M. HETZEL, ASSISTANT PROJECT DIRECTOR

1986

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PREFACE

In 1984, the Teaching Incentives Pilot Program was developed with the purpose of studying teacher compensation, teacher evaluation and staff development. The goals were to provide a system that would retain and reward competent teachers based upon ability, evaluation and responsibility; to provide a means of promoting excellence in education through quality instructors; and to link evaluations and staff development to the improvement of classroom instructors. To reach these ends, the Alternate Salary Committee was formed. The committee consisted of the following membership:

Leo Adler - Business

Mike Adler - Board of Education

Mary Allen - Teacher

Al Dittman - Board of Education

Jim Heffernan - Administration

John Janty - Teacher

Ann Klinger - Parent

Jerry Koster - Agriculture

Craig Myers - Teacher

Gary Nelson - Administration

Al Rosenthal - Administration

Jan Tweed - Teacher

John Webber - Teacher

The process by which the committee developed the teacher incentives proposal is described in the following paragraphs.

Project Development

In January of 1985, the Alternate Salary Committee retained this person as assistant project director to assist in the development of the proposals. The committee broke into two subgroups, one to study salary incentives and the other to study evaluation and staff development. The instructional and administrative staffs were given two surveys, one soliciting recommendations regarding desired incentives, both economic and professional, and the other to analyze strengths and weaknesses of the existing teacher evaluation system. With assistance from the Department of Public Instruction, the University of Wisconsin, and current literature focusing on teacher incentives and teacher evaluations, the two subcommittees studied the teacher surveys and began developing a plan to meet the needs of this district.

By early spring of 1985, the committee had agreed that to integrate teacher evaluations and teacher compensation a more thorough and explicit evaluation system would need to be created. In addition, the committee arrived at the conclusion that a career ladder in conjunction with a salary schedule including a modified merit pay system would be desirable.

In March of 1985, the Waunakee Teachers Association and the Board of Education agreed to allow the committee to develop and test an evaluation instrument and model. Once again the teachers and administrators were given a survey to indicate key elements that were indicators of effective teaching. From this survey plus the preceding survey focusing on strengths and weaknesses of the existing evaluation instrument, an evaluation model and instrument were developed, and plans for a pilot testing of the instrument were formulated.

Volunteers were sought from the instructional staff to serve as participants in the field test of the evaluation instrument. Great care was taken to ensure that each of the subject areas, as well as each of the building levels, was represented in the field test. From the list of volunteers, 31 teachers were selected to provide maximum representation of the instructional staff and teaching areas. All of the district's principals and assistant principals, as well as the district administrator and assistant administrator participated (The lone exception is an assistant principal who was on temporary leave.). All of the participants went through a preparation workshop that focused upon effective teaching skills, understanding of the evaluation model, and use of the evaluation instrument.

The field test ran from September 1985 - December 1985. One teacher withdrew from the field test voluntarily. Throughout the field test, the teacher and administrative participants were given numerous opportunities to share their reactions and concerns regarding the evaluation field test. The participants were provided logs to record perceived strengths or weaknesses, time involvement and reactions. In January of 1986, the participants were involved in a debriefing workshop in which the field test teachers and administrators identified the strengths and weaknesses of the tested evaluation process and instrument and provided recommendations for improvement. There was a consensus of opinion that with additional modifications, the proposed evaluation model and instrumentation would have a very positive impact on the school district.

Following the field test, the evaluation subcommittee studied the recommendations and collected data stemming from the field test. The enclosed proposed evaluation model and instrumentation is the result.

Meanwhile, the salary subcommittee focused upon monetary incentives to encourage professionalism, to promote educational excellence and to reward teachers for demonstrated competence. By June of 1985, the committee had reached tentative agreement on a career ladder structure. Through the summer and early fall of 1985, the committee designed an alternate salary schedule that would encourage professional development and rewarded outstanding teaching performances as identified by the teacher evaluation process. Adjustments were made in the career ladder to integrate the proposed salary schedule and evaluation model. In addition, a grant program was designed to encourage project developments that would enhance education within the school district.

On March 25, 1986, the entire Alternate Salary Committee approved the enclosed proposals as their final recommendations for meeting those needs which led to the origin of the Teaching Incentives Pilot Program.

Contents of the Proposal

This proposal includes the following documents. They will appear in the order in which they are listed:

- The Teacher Incentive Proposal
- The Career Ladder Structure
- The Salary Schedule Structure
- The Teacher Performance Evaluation Model
- The Evaluation Process Guideline
- The Performance Criteria of the Teacher Performance Evaluation Instrument
- The Formal Teacher Performance Evaluation Report
- The Summative Teacher Performance Evaluation Report

Concluding Remarks

The enclosed proposals are an attempt to enhance teacher professionalism, to encourage staff development, and to integrate teacher salary with evaluation and staff development. This is an ongoing venture which will necessitate constant monitoring, assessment and modification. Over time, these proposals should be monitored to ensure that they are meeting the needs of the district and staff. As new and more effective incentives or evaluation processes are uncovered, adjustments to these proposals should certainly be considered.

The Alternate Salary Committee is to be commended for the commitment and diligence which they demonstrated in the development of these proposals. Without their efforts these proposals would not exist. In addition, the encouragement, leadership and support provided by Jim Heffernan, assistant district administrator, and Al Rosenthal, district administrator, were key elements in the development of these proposals and in the life of this project. Lastly, without the contributions, cooperation and professionalism provided by the district school board and the administrative and instructional staffs, this project would not have continued and these proposals would not exist. The Waunakee School District and community are truly indebted to all of the forenamed.

Mark Hetzel

Teacher Incentives Proposal

The Waunakee Community School District has a well established tradition of excellence in education, professional pride and cohesiveness amongst staff members, and a sincere interest in the well-being of its student body and employees. The following proposals are intended to add to this tradition.

Section A - Purpose and Intent

The incentives included within this proposal have been constructed and chosen for the following purposes:

1. To provide teachers with incentives to strive for outstanding teaching performances
2. To encourage teachers to become involved in the ongoing process of professional development
3. To recognize and reward outstanding teaching performances within the classroom
4. To encourage competent, highly skilled teachers to remain in the classroom
5. To recognize and reward teachers who make a significant contribution to the student body, school district, or profession
6. To provide career development opportunities that are professionally and economically rewarding

The teacher incentives proposal should be monitored annually. When improvements or modifications are warrented to improve the quality or type of incentive, such improvements or modifications ought to be made with the mutual cooperation and agreement of the Board of Education and the Teachers' Association.

It is recommended that the proposed monitoring be one of the functions of the Teacher Incentives and Evaluation Review Committee.

A timeline is recommended to allow for a successful implementation of the various proposals. Due to limited time, financial limitations or other factors, some of the incentives are recommended for implementation in the years following 1985-87.

Section B - Teacher Incentives

1. The Career Ladder - See the accompanying document.

   The Career Ladder is a multidimensional incentive. Its focus is upon rewarding skilled educators, encouraging skilled teachers to remain in the classroom, encouraging continual professional development, and providing opportunities within education for multitalented educators to assume different responsibilities.

   The Career Ladder combines a system of providing salary incentives for demonstrated skilled classroom teaching and providing additional professional opportunities and responsibilities for proven skilled teachers.

It is recommended that the Career Ladder be implemented in the fall of 1986. The negotiators representing the WTA and the Board of Education should determine the monitary value of the awards, and an equitable method of placing teachers into the Career Ladder.

It should be recognized the Teacher Specialist segment of the Career Ladder is developmental in nature. As needs develop and resources become available, positions should be placed within or created for the Teacher Specialist segment. Potential job descriptions could be department heads, team leaders, district coordinators and others.

2. The Career Ladder Salary Schedule Structure - See the document titled "The Career Ladder Salary Schedule Structure".

   The salary structure proposal for the Career Ladder is an attempt to compensate teachers more equitably than do traditional salary structures. It consists of a formula to advance through the salary structure not only on the basis of experience and college training, but on the basis of other professional development experiences as well. As one gains experience, an incentive for ongoing professional development is incorporated by providing greater rewards for increased training or professional development.

   The salary structure also provides a merit award in addition to the base salary for demonstration of satisfactory or better teaching skills.

   It is recommended that this salary schedule be implemented in the 1986-87 school year along with the Career Ladder.

3. Developmental Project Grant

   It is recommended that a yearly grant be made available to any Professional Teacher who meets the necessary qualifications for the development of a project or program that will prove beneficial to the student body, the district staff, or some other aspect of the school district.

   The following guidelines are recommended.

   a. The grant shall be available to any Professional Teacher who has achieved at least a Satisfactory evaluation rating.

   b. The teacher will submit his/her proposal to the school district administrative team to approve the grant based upon its value to a school center, a student population, district staff or some other aspect of the school district. The proposal must be submitted by November 1st of the school year in which the teacher is seeking the grant.

   c. Consideration for the monetary value of the award should be based upon the time spent developing the project outside of contracted time, cost of materials to the developer, and value to the district. (Practical, aesthetical, educational, economical and/or professional considerations should weigh on the value of a project to the district.)

   d. It is recommended that a minimum of $3,000.00 per year be set aside to fund the grants.

e. Grant awards will be given after the approved project has been completed. It is recommended that this incentive be implemented in the 1986-87 school year.

4. Funding of the Proposal:
Monies to finance the proposals will come from two sources, the Department of Public Instruction and the Waunakee Community School District.

Negotiators from both the WTA and the BOE will determine the size of the awards for the Career Ladder and the Salary Schedule; in addition they will need to determine how much money to allocate for the Developmental Project Grant.

The Alternate Salary Committee recommends that the $41,248.00 from the DPI grant monies and the matching funds of $41,248.00 be applied to the implementation of the Career Ladder, the Salary Schedule, the Evaluation Model, and the Developmental Project Grants of the Waunakee Teacher Incentives Proposal.

Section C: The Evaluation Model

1. It is recommended that the Teacher Performance Evaluation Model be approved by the district as a means of assessing teacher performance, encouraging professional development, and assisting in Career Ladder advancement and salary incentives.

2. The Evaluation Model consists of the following:
   a. The model for the evaluation process.
   b. The performance criteria for
      1) IMC Specialists
      2) Teachers
      3) Special Education Teachers
      4) Guidance Personnel (still to be developed)
   c. The evaluation reports for
      1) IMC Specialists
      2) Teachers
      3) Special Education Teachers
      4) Guidance Personnel (still to be developed)

3. Still needing development are the Special Education Teacher's evaluation instrumentations and the instrumentation for Guidance Personnel.

4. The Staff Development portion of the Evaluation Model is workable as is, but could be greatly improved. Therefore, it is recommended that the DSDC, in conjunction with the administrative staff and representatives from the WTA, continue to study the staff development program to ensure the quality and helpfulness of the program for the district and staff.

Section D - The Teacher Incentives and Evaluation Review Committee

For the purpose of implementing, monitoring and modifying the Teacher Incentives Program in an orderly fashion, it is recommended that a committee be established with the indicated membership for the proposed purposes.

Membership

District Administrator	W.T.A. President
H.S. Principal or Asst.	W.T.A. Grievance Officer
J.H.S. Principal or Asst.	H.S. Teacher
Elementary Principal or Asst.	J.H.S. Teacher
Central Office Administrator	Elementary Teacher

Purpose

1. The committee will establish operating procedures for carrying out its responsibilities.

2. The committee will establish guidelines for appeals procedures for the teacher evaluation process.

3. The committee will establish guidelines for determining whether specific educational training experiences qualify for the point awards provided in the Career Ladder salary structure, as explained in Section E of the Career Ladder Salary Schedule Structure.

4. The committee will oversee the awarding of points for training experiences which result in salary advancement. The committee will determine if the training experiences meet the guidelines.

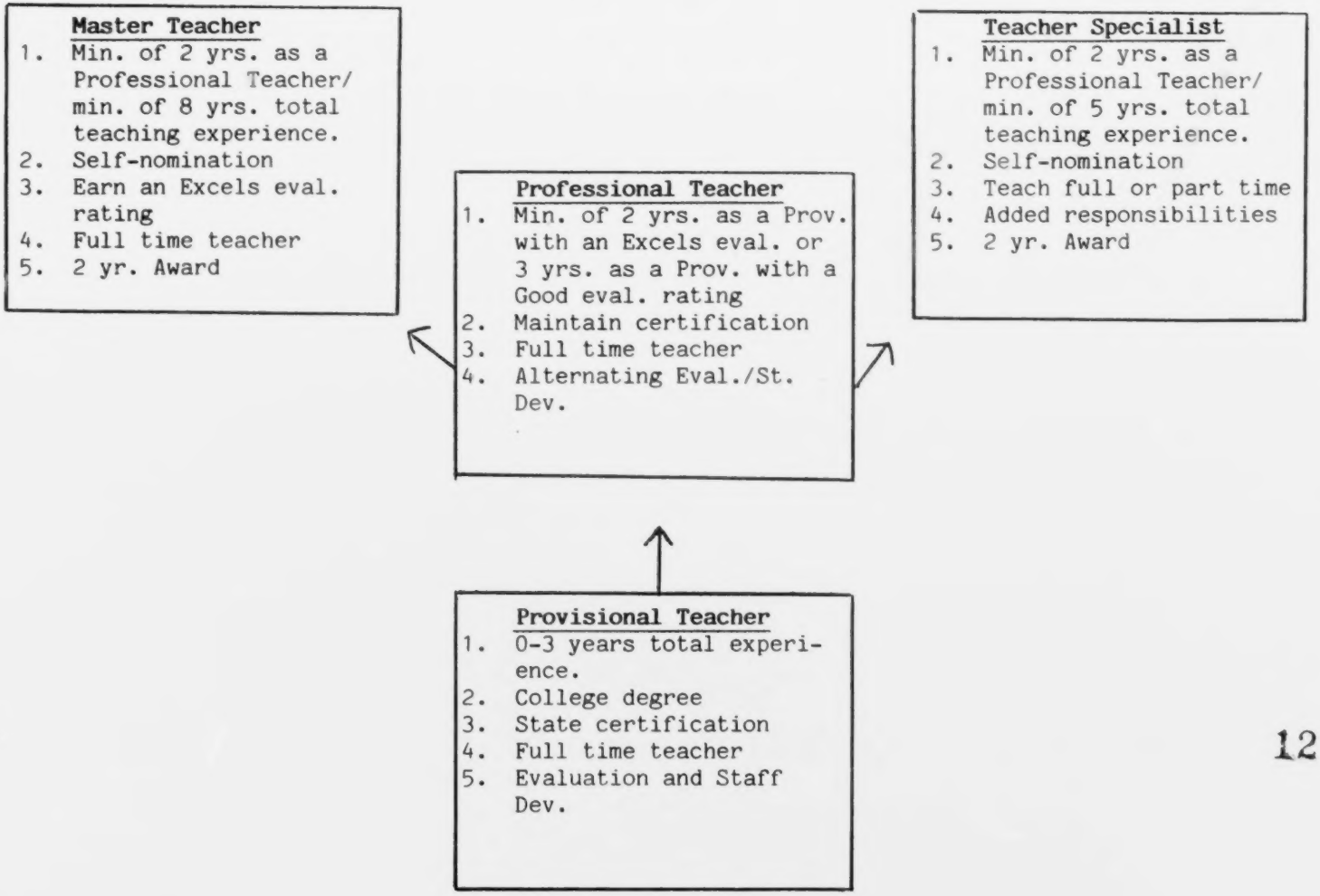
5. The committee will monitor, review and recommend adjustments to the Evaluation Model, the Career Ladder and other aspects of the Teacher Incentives Program when and where appropriate. The recommendations will be presented to the Board of Education and the W.T.A.

6. The committee will be chaired by the district administrator.

7. The committee members belonging to the Waunakee Teachers Association will be compensated with a stipend equal to that of the D.S.D.C. or other similar committees.

Waunakee Community School District

Career Ladder Structure


Master Teacher
1. Min. of 2 yrs. as a Professional Teacher/ min. of 8 yrs. total teaching experience.
2. Self-nomination
3. Earn an Excels eval. rating
4. Full time teacher
5. 2 yr. Award
Professional Teacher
1. Min. of 2 yrs. as a Prov. with an Excels eval. or 3 yrs. as a Prov. with a Good eval. rating
2. Maintain certification
3. Full time teacher
4. Alternating Eval./St. Dev.
Teacher Specialist
1. Min. of 2 yrs. as a Professional Teacher/ min. of 5 yrs. total teaching experience.
2. Self-nomination
3. Teach full or part time
4. Added responsibilities
5. 2 yr. Award
Provisional Teacher
1. 0-3 years total experience.
2. College degree
3. State certification
4. Full time teacher
5. Evaluation and Staff Dev.

ASSUMPTIONS AND PURPOSE OF CAREER LADDER

1) The Career Ladder will improve student achievement through its focus on classroom performance.

2) The Career Ladder will reward teachers for demonstrated classroom competence.

3) The Career Ladder will encourage highly skilled teachers to continue working in the classroom.

4) The Career Ladder will necessitate an improved teacher evaluation process.

5) A strong staff development program must be coupled with the evaluation process that is continuous, systematic, reliable, objective and valid.

6) Monies not currently expended will be necessitated to adequately implement the Career Ladder and its adjacent programs in evaluation and staff development, both teaching and administrative.

7) All aspects of the Career Ladder will need continuous monitoring, assessment, and revision.

8) All district teachers will participate in the first two levels of the Career Ladder. Progress beyond the professional teacher level is voluntary.

9) The Career Ladder will provide career development opportunities and various teacher incentives that are economically and professionally rewarding in order to encourage skilled teachers to remain not only in the field of education but in the classroom.

10) It is the goal of this school district to develop productive and lifetime employees. The Career Ladder will help facilitate this goal.

I. Definitions

1. Provisional Teacher: a teacher with a total of less than three years of teaching experience.

2. Professional Teacher: a teacher who has successfully completed his/her Provisional Teacher or Professional Candidate Teacher status, but has not advanced to a higher level on the Career Ladder.

3. Professional Teacher Candidate: a teacher new to the Waunakee Community School District who has three or more years of teaching experience.

4. Master Teacher: a Professional Teacher who has applied for and earned a merit and Career Ladder advancement on the basis of an evaluation rating of an Excels and meeting the necessary entry requirements.

5. Teacher Specialist: a Professional Teacher who has earned a commendable or better evaluation rating, meets the necessary entry requirements, and is qualified to assume responsibilities for the district that extend beyond the classroom.

6. Model Teacher: a Master Teacher whom teachers may visit to observe for the sake of viewing effective teaching.

7. full time teacher: a teacher whose job description for the length of his/her contract time is related to teaching responsibilities.

8. held-at-level: the process whereby a teacher is not given a salary increment for the next contract year due to an unsatisfactory evaluation or lack of fulfillment of a contracted requirement.

II. Provisional Teacher

A. Entry Level Requirements

1. The teacher will have a college degree.
2. The teacher will have State Certification in his/her teaching area.
3. The teacher has less than three total years of teaching experience.

B. Job Expectations

1. The teacher will be a full time teacher.
2. The teacher will maintain certification.
3. The teacher will fulfill the job description for the teaching assignment.
4. Provisional Teachers are restricted from being assigned to more than one co-curricular activity with the following two exceptions - the band program and a principal's recommendation to fill a specific school need.
5. The Provisional Teacher will go through both the Evaluation Phase and the Staff Development Program of the Evaluation Model during their years as a Provisional Teacher.
6. If a teacher doesn't achieve an evaluation rating of at least Satisfactory at the end of the year, he/she will be given another year to improve but will be held-at-level.

   If after the second year a teacher still hasn't achieved an evaluation rating of at least Satisfactory, he/she may either be nonrenewed or be held-at-level and receive a third year to improve his/her professional skills and attain a Satisfactory evaluation rating.

   If during the third year the Provisional Teacher has still not achieved at least a Satisfactory evaluation rating, he/she will be nonrenewed.

7. To advance to the next Career Ladder Level, a Provisional Teacher must achieve an evaluation rating of Excels after his/her second year or a rating of Satisfactory after his/her third year.

   The principal may recommend that a Provisional Teacher be given a one year extension if he/she did not achieve an evaluation rating of at least Satisfactory during his/her third year.

8. Teachers who come to the District with less than three years of experience will be placed at the Provisional Teacher level comparable to their experience and will follow the prescribed requirements and expectations described in Part II. A.-B. with the exception noted following.

A teacher with two years of experience will be classified as a Provisional Teacher. If he/she attains a Satisfactory evaluation after the first year, he/she will advance to the next level as a Professional Teacher Candidate and will follow the requirements and expectations outlined in Part III of this document. If he/she receives an Unsatisfactory rating after the first year, he/she will be held at level as a Provisional Teacher for an additional year. Thereafter the procedures in Part II. B. 6 and 7 will be followed.

C. Incentives

1. Advancement to the Professional Teacher level
2. Full time teaching responsibilities

III. Professional Teacher

A. Entry Level Requirements

1. The teacher will have a college degree.
2. The teacher will have certification in his/her teaching area.
3. The teacher will have served at least two years as a Provisional Teacher earning at least an Excels evaluation rating in the second year or will have completed three years as a Provisional Teacher earning an evaluation rating of at least Satisfactory, (Teachers already in the district will be placed on the Career Ladder according to their current status in either the Provisional Teacher Level or the Professional Teacher Level).
4. New teachers to the district with three or more total years of teaching experience will be classified as Professional Teacher Candidates. He/she will be placed in the Professional Teacher level at the comparable salary to a district Professional Teacher with comparable experience and training at the discretion of the district administrator and in accordance with the Collective Bargaining Agreement.

The Professional Teacher Candidate will go through both the Evaluation Phase and the Staff Development Program of the district Evaluation Model until achieving the status of a Professional Teacher. If the Professional Teacher Candidate achieves a Satisfactory evaluation rating after the first year, he/she would be reclassified as a Professional Teacher. If after the first year, he/she receives an Unsatisfactory evaluation rating, he/she may be held at level or non-renewed. A Professional Teacher candidate must attain a Satisfactory evaluation by the end of his/her second year to be classified as a Professional Teacher; if not, he/she may be non-renewed.

B. Job Expectations

1. The teacher will be a full time teacher.
2. The teacher must maintain certification in his/her teaching area.
3. The teacher will fulfill the teaching job description.
4. The teacher will complete the Staff Development Program for that year.
5. The teacher will be evaluated in alternating years and must maintain an evaluation rating of at least Satisfactory.
6. Failure to achieve a Satisfactory rating will result in being held-at-level.
7. Professional Teachers and Professional Teacher Candidates who don't achieve an evaluation rating of Satisfactory will be held-at-level and will be evaluated in the next school year. If the teacher does not achieve a Satisfactory evaluation rating in that school year, he/she may be non-renewed.

C. Incentives

1. Ability to self-apply for a Career Ladder Advancement after the second year as a Professional with a Commendable evaluation rating.
2. Excellence Awards
3. Development Project Grant
4. Full time teaching responsibilities

IV. Master Teacher

A. Entry Level Requirements

1. The teacher must have completed eight total years of teaching experience, with at least two years of experience within the district before applying for the advancement.
2. The teacher must self-nominate himself/herself by April 15th.
3. The teacher must have the status of a Professional Teacher with at least a Commendable evaluation rating prior to application.
4. In the year of application, the teacher must achieve an evaluation rating of Excels.
5. The teacher must complete the Staff Development Program requirements for that year.
6. In conjunction with the primary evaluator, the candidate for Master Teacher will construct or select, distribute, and assess a teacher competencies survey instrument for parents, peers, or students. The survey will be given to the group determined (by the evaluator) to be most appropriate. The survey results will be used solely in developing the candidate's Staff Development Program. The survey will not be used as part of the evaluation process.
7. If a teacher does not achieve Master Teacher status after following the required process, he/she may reapply for the position with the recommendation of the District Administrator. Should the District Administrator withhold his/her recommendation, the teacher could not reapply for the Master Teacher level until his/her next scheduled year of evaluation.

B. Job Expectations

1. The teacher must be a full time teacher.
2. The teacher must maintain an evaluation rating of Excels.
3. The teacher must complete the Staff Development Program.
4. The teacher will be evaluated in alternating years; thus, the award is for two years. After the first year, the teacher will need to reapply if he/she wishes to maintain the status beyond the second year.
5. The Master Teacher may serve the role of a Model teacher.

C. Incentives

1. Excellence Award
2. Recognition as an outstanding teacher
3. Developmental Project Grant
4. Full time teaching responsibilities

V. Teacher Specialist

A. Entry Level Requirements

1. The teacher must have completed five total years of teaching experience, with at least two years of experience within the district before applying for the advancement.
2. The teacher must apply by April 15th.
3. The teacher must have the status of a Professional Teacher with at least a Commendable evaluation rating prior to the application.
4. The teacher must have completed the Staff Development Program for that year.
5. Specific specialty requirements:
   The role of Teacher Specialist is designed to provide opportunities for superior teachers to develop, enhance or utilize skills beyond classroom teaching but within the educational field in order to benefit the school district and those it serves as well as to provide professional satisfaction to the teacher.
   a. As the needs of the district develop, new responsibilities and roles should be added to this segment of the Career Ladder if it is appropriate to make those positions available to only a select group of teachers who demonstrate Commendable or better teaching.
   b. Compensations for the position could be in the form of release time from classes, stipend or hourly wage for time investment, extended contract, etc.
6. In conjunction with the primary evaluator, the candidate for Teacher Specialist will construct or select, distribute, and assess a teacher competencies survey instrument for parents, peers, or students. The survey will be given to the group determined (by the evaluator) to be most appropriate. The survey results will solely be used in developing the candidate's Staff Development Program. The survey <u>will not</u> be used as part of the evaluation process.

7. Specific Specialty Roles and Requirements
   a. To be determined by the district as needs arise.
   b. Potential positions could include but are not restricted to/by the following:
      1) Department Head/Team Leader
      2) Coordinators
      3) Mentors
      4) Others that district needs necessitate

B. Job Expectations
As specific positions are developed to meet district needs, specific job descriptions will be developed.

C. Incentives

1. Excellence Award
2. Stipend for increased responsibilities
3. Release time to assume responsibilities
4. Developmental Project Grant

WAUNAKEE CAREER LADDER

SALARY SCHEDULE STRUCTURE

Section A - Introduction

The following proposal consists of two salary schedules. The Provisional Teacher Salary Schedule structures the salary for Provisional Teachers. The Professional Teacher Salary Schedule structures the salary for Professional Teachers as well as for Master Teachers and Teacher Specialist (with the exception of the merit award that both receive.)

The alternate salary committee did not recommend any salary amount for either schedule. This is a matter that the negotiators must resolve.

Section B - Philosophy and Intent

The Board of Education, the Waunakee Teacher's Association, and the negotiations teams representing both groups need to understand the philosophy and intent from and for which this concept has been developed.

1. All teachers, Provisional or Professional, should receive a base pay that is economically and professionally rewarding. To this end then, the base pay for each level within the salary structure should reflect an economically satisfying salary to all teachers located at that level.

2. Teacher compensation must consider more than years of experience and college training for advancement through the salary structure. Additional factors such as workshop experience, clinics, conferences, C.E.U's and other training experiences beyond the district minimum expectations ought to be included as part of the salary advancement formula.

3. Teachers who are evaluated as doing a good or better job of teaching ought to receive a reward or bonus in addition to their base salary for demonstrating through the evaluation process quality teaching.

   The merit awards for quality teaching are intended to be rewards that are provided in addition to the negotiated base salary and are not to be considered as part of the base salary. Both the Board of Education's and the Teacher's Association's negotiators are cautioned to segregate the merit awards and base salary dollars as separate concepts.

4. Teachers who demonstrate a less than satisfactory teaching performance through the evaluation process ought not to receive a salary advancement for the next year, but ought to be held-at-level, thus being denied advancement to the next salary level as well as the negotiated cost of living increase until re-evaluation of their teaching in the following year indicates at least a satisfactory teaching performance.

5. This proposal is intended to function within the proposed Career Ladder.

6. It is the purpose of this salary structure to provide salary incentives that encourage professional development and superior teaching.

7. It is expected that yearly review will be made of the salary structure proposal and modifications would be made to better serve the school district and teaching staff.

Section C - The Provisional Teacher Salary Schedule

1. The schedule applies to all Provisional Teachers in the Waunakee School District.

2. The schedule consists of three levels.
   a. Level A is for the teacher with no previous teaching experience.
   b. Level B is for the teacher with one year of satisfactory teaching experience.
   c. Level C is for the teacher with 2 years of satisfactory teaching experience.

3. To move from one level to the next higher level, it is necessary to earn at least a satisfactory evaluation rating.
   a. Should a teacher not receive a satisfactory evaluation, he/she would be held-at-level for the next year.
   b. A teacher with two successive years of unsatisfactory evaluations may be nonrenewed.

4. The salary levels are subject to negotiations.

5. A Provisional Teacher will accumulate points based upon experience and training as described in Section E. However, the points will not apply to level advancement until the teacher advances to the Professional Teacher level.

PROVISIONAL TEACHER SALARY SCHEDULE

LEVEL	YEARS OF EXPERIENCE	SALARY
A	0	$
B	1	$
C	2 or more	$

Section D - The Professional Teacher Salary Schedule

1. This salary schedule applies to all Professional Teachers, Master Teachers and Teacher Specialist.

2. This schedule consists of eight different levels. The levels are segmented by a set number of points that a teacher may earn.

   The means of acquiring points is described in Section E.
   a. Level 1 is for teachers who have earned between 800 to 2000 points.
   b. Level 2 is for teachers who have earned from 2001 to 3000 points.
   c. Level 3 is for teachers with 3001 to 4000 points.
      And so on.

   With the exception of level 1 and level 8, each level consists of 1000 points, with level 8 being the top level with 8001 or more points.

3. Each level in the salary structure consists of a base salary and a merit pay range. The base pay and the dollar values of the merit pay ranges are subject to negotiations. The merit pay ranges are to be considered bonus to the salary, not a part of the salary. (For the duration of the Teachers Incentive Pilot Project's state grant, the merit awards will be financed either by the DPI grant or the school district's matching funds to the grant.)

   a. The base pay for each level is allocated to any Professional teacher who attains the minimal satisfactory evaluation rating on his/her teacher evaluation.
   b. The merit pay range is to parallel the evaluation rating range on the teacher evaluation instrument. There are two merit ranges.

      1) The first merit range will provide a merit award for a teacher whose Final Evaluation rating falls into the Commendable rating range. The teacher would receive 50% of the top award.

      2) The second merit range will provide a merit award for a teacher whose Final Evaluation rating falls into the Excels rating range. The teacher would receive 100% of the award.

   c. The dollar value of the merit award will be determined in the negotiations process. It is recommended that the dollar value be professionally and economically meaningful and satisfying.

4. Should a teacher receive less than a Satisfactory evaluation rating, his/her salary for the following school year would be held at the base salary level that the teacher earned during the year of his/her evaluation.

   a. The teacher could not advance to the next salary level.
   b. The teacher would not receive a salary increase of any kind.
   c. The teacher would not receive experience points for a year of teaching evaluated as Unsatisfactory or lower.
   d. If after being held-at-level for one year a teacher upon re-evaluation receives a Satisfactory or higher evaluation rating, he/she will be reinstated to the correct salary appropriate to the point level of the teacher at the time of being held.
   e. A teacher receiving an unsatisfactory evaluation in two successive school years may be subject to nonrenewal procedures.

PROFESSIONAL TEACHER SALARY SCHEDULE

LEVEL	POINTS	MERIT SALARY RANGE
1	800 - 2000	$ - $
2	2001 - 3000	$ - $
3	3001 - 4000	$ - $
4	4001 - 5000	$ - $
5	5001 - 6000	$ - $
6	6001 - 7000	$ - $
7	7001 - 8000	$ - $
8	8001 ------>	$ - $

Section E - Point Acquisition

Points for the Professional Teacher Salary Schedule can be acquired in the following manner.

1. Years of Experience
   a. For 1 - 10 years of satisfactory experience - 1 year = 400 points.

   b. For 11 or more years of satisfactory experience - 1 year = 200 points.

   Should a teacher receive less than a satisfactory evaluation rating, he/she would not receive the experience points for that year. In addition that teacher could not advance to the next level until earning a satisfactory on the next evaluation.

2. College Credit
   For 1 - 10 years of experience - 1 college credit = 30 points.
   For 11 years or more - 1 college credit = 60 points.
   Completing a Master's Degree = 200 additional points

3. C.E.U. (Continuing Education Units)
   For 1 - 10 years experience: 1 CEU = 10 points.
   For 11 or more years of experience: 1 CEU = 20 points.

4. Workshops, Clinics, Conferences, Inservices beyond requirements and other approved Professional Development activities
   For 1 - 10 years of experience - 1 hour = 1 point.
   For 11 or more years of experience - 1 hour = 2 points.

5. Work Experience (Pertaining to one's teaching assignment)
   For 1 or more years of experience - 1 hour = 1/2 point.

   For the above items 1-5, the following restrictions apply.

   1. To receive points for items 2-5, a teacher must apply to the district administrator or the teacher inventives evaluation and review committee who will determine if the experience is related to the teacher's professional responsibilities. If the experience is related to the teacher's responsibilities, the appropriate point value will be awarded following proof of attendance or completion of the experience.

   2. Time spent working towards items 2-5 must be beyond the contracted school hours unless mutually agreed upon.

   3. A Provisional Teacher may acquire points but they will not apply to the salary schedule until he/she advances to the Professional Teacher level.

   4. More formal guidelines will be established for awarding points by the Teacher Incentives and Evaluation Review Committee or some other designee of the B.O.E. and W.T.A.

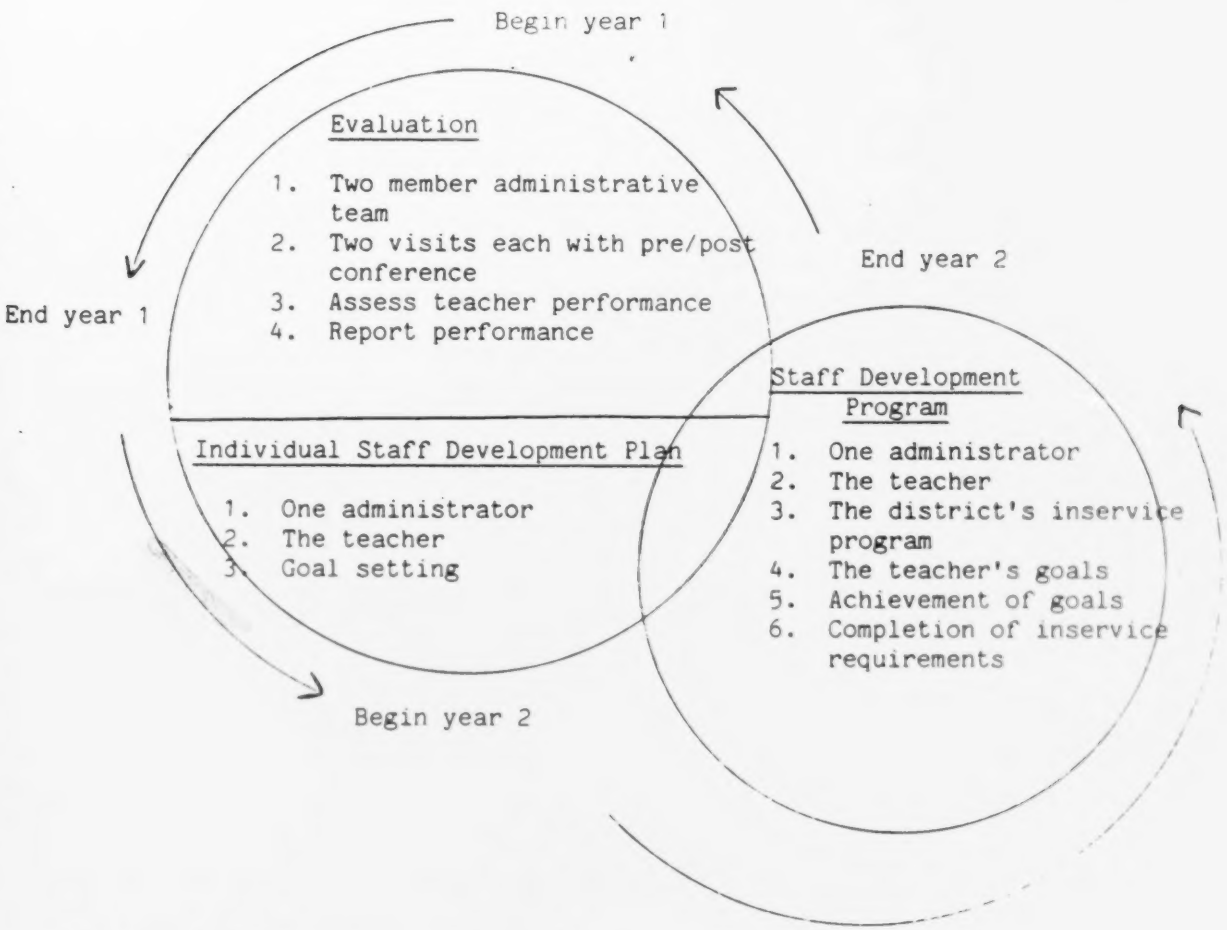
WAUNAKEE COMMUNITY SCHOOL DISTRICT

Teacher Performance Evaluation Model

Rev. 3/14/86

Teacher Evaluation Model

A. Conceptual Design



B. The Teacher Evaluation Process

1. Definitions
   a. The Teacher Evaluation Process consists of two phases: (1) the Performance Evaluation and (2) the Staff Development Program.
   b. Performance Evaluation: the process by which the teacher's performance is assessed for the purpose of determining how effectively the teacher is doing his/her job.
   c. Individual Staff Development Plan: The teacher in conjunction with the monitoring administrator develops a set of 2-3 goals to provide professional growth or improve instruction.
   d. Staff Development Program: The program consists of three elements: 1) Achieving the professional goals, 2) conferring with the administrator regarding the goals 3) the district inservice requirement.
2. The Evaluation Phase
   a. Every teacher will be evaluated every other year. *(Exceptions are teachers applying for a career level change or teachers recommended for re-evaluation by the evaluation team. Teachers applying for a career level change must undergo evaluation. Teachers recommended for re-evaluation will go through evaluation and the Staff Development Program.)

b. Teachers being evaluated will be observed by a team of two (2) administrative evaluators from their building or specialty area (voc. ed./spec. ed.). (Each evaluator will evaluate the teacher separately.)
c. Teachers will be evaluated twice by each evaluator. The first evaluation by each will be announced, the second evaluation will be unannounced. From these four evaluations, one summative evaluation report will be made.
d. The first evaluation by each evaluator will consist of a preconference, an announced visitation for a minimum of one class period (the evaluator has the option of making additional visits.), a formal evaluation report, and a post conference.
e. The second evaluation by each evaluator will consist of an unannounced visitation for a minimum of one class period, a formal evaluation report and a post conference.
f. Following the completion of the fourth evaluation, the Summative Evaluation Report will be completed jointly by the two evaluators and a post conference will be held with the teacher and one or both of the evaluators.
g. With the minimal evaluation rating of satisfactory, the teacher progresses into the Staff Development Phase. Should a teacher receive an evaluation below the satisfactory level, he/she would be held at level and would be required to go through both the Evaluation and Staff Development Program phases of the Evaluation Model.
h. Should a teacher disagree with the Summative Evaluation Report. he/she has the right to due process.

3. Individual Staff Development Plan
   a. At the end of the evaluation year, the teacher, in conjunction with the primary evaluator, will establish two-three instructional or professional goals for the following school year.

4. Staff Development Program
   a. The primary evaluator or his/her designee will monitor the Staff Development Program by conferencing with the teacher at least once to discuss the goals and the teacher's progress in achieving them.
   b. The teacher will meet the district's inservice requirement.

THE EVALUATION PROCESS GUIDELINE

FOR

THE WAUNAKEE COMMUNITY SCHOOL DISTRICT'S

EVALUATION MODEL

Introduction:

The following is an explanation of the evaluation process and instrumentation for the Waunakee Community School District's Teacher Performance Evaluation Model. This explanation outlines the procedures, clarifies the use of the instruments and provides sample copies of the three instruments used in the teacher evaluation process - - the Performance Criteria for the Teacher Performance Evaluation Instrument, the Formal Teacher Performance Evaluation Report, and the Summative Teacher Performance Evaluation Report.

I. The Evaluation Process - Basic Expectations
   A. Every teacher will be evaluated in alternating school years.

   B. The teacher will be evaluated by a team of two administrators from the teachers building and/or specialty area.
      1. The teacher evaluation consists of four evaluations, two by each evaluator.
      2. Each evaluator will evaluate the teacher separately.
      3. The four evaluations will be combined to make one summative evaluation report which will serve as the teacher's performance assessment for that evaluation year.

   C. It is recommended that a minimum of one evaluation be completed per quarter and that all evaluations be completed by May 1.

   D. It is recommended that the evaluation team coordinates its visits so that a teacher will not be evaluated by more than one evaluator within one calendar week. It is further recommended that whenever possible, for the second of the two evaluations, the teacher would be observed in a different class, subject area, or section than in the first visitation.

II. The Evaluation Instrumentation
   A. The Performance Criteria for the Teacher Performance Evaluation Instrument
      1. These are the criteria by which a teacher's performance will be evaluated.
      2. There are four major areas of teaching performance: I. Planning, II. Instructional Skills, III. Classroom Management, and IV. Professional Expectations.
      3. Twenty-five specific teacher performance behaviors have been identified by which the teacher's performance will be assessed.
      4. Under each teaching behavior three different levels of performance are listed.
         a. The performance levels are by degree of effectiveness with level one being satisfactorily effective, and level three being the most effective.
         b. The performance levels are listed hierarchically in that the higher levels include those characteristics addressed in the lower levels as well as their own characteristics.
      5. When being evaluated, teachers will be given the point value that reflects the performance level for each teaching behavior.

B. The Formal Teacher Performance Evaluation Report
   1. The Formal Report is used by each evaluator when performing the two evaluations for the teacher.
   2. For each evaluation, the evaluator will record the evaluation comments and the ratings in the specified portion of the report.
   3. Part I, Part II item 7, and Part IV should be discussed by the teacher and evaluator in preconference.
   4. Part I and IV may be completed anytime after the preconference.
   5. Part II and III should be completed following the class visitation.
   6. To determine the evaluation rating for each teaching behavior, the evaluator should compare the teacher's behavior to the three performance levels of the specific behavior being evaluated in the Teacher Performance Criteria.
      a. The teacher should be rated at that level to which his/her performance most nearly matches.
      b. If the teacher performance does not match any of the levels listed, the rating would be a 0.
   7. It might be necessary to have a short conference with the teacher to discuss Part IV if this portion of the evaluation wasn't discussed in the preconference.
   8. After completing Part I-IV, the evaluator will complete Part V.
      a. Section A is for the first evaluation and Section B is for the second evaluation.
      b. Total Points - List the total point value from all 25 performance behaviors.
      c. Evaluation Rating - Divide the total points earned by the sum of the minimally satisfactory scores (25). The result reflects how far beyond the minimum competency of 25 the teacher has achieved.
         1) Minimum competency in points is 25.
         2) Minimum competency in the evaluation rating is 1.00.
         3) It should be noted that this evaluation rating is only an indicator of the teacher's performance as of that evaluation. It is not the final evaluation rating.
      d. Evaluator Comments -- Record any overall comments that are appropriate regarding the teacher's performance. Do not include comments regarding co-curricular activities.
      e. Teacher Comments -- The teacher may include comments in response to the evaluator's comments.
      f. The evaluator and teacher will sign and date the report.
   9. This report will be completed within 15 calendar days of the classroom visitation and the post evaluation conference will be held within 5 school days after the teacher receives the report (unless mutually agreed upon to alter the timeline).

C. The Summative Teacher Performance Evaluation Report

1. The primary and secondary evaluators will complete the Summative Report after they have both completed the Formal Report.
2. The two evaluators will agree upon what recommendations and evaluative comments are appropriate for Part I-V. They shall provide comments regarding all four performance areas.
3. The Evaluation Rating is calculated by totaling the evaluation ratings for all four evaluations in each section and dividing that total by the sum of the minimally satisfactory ratings for each section from all four evaluations.
4. The Summative Evaluation Rating -- This rating reflects the overall assessment of the teacher's performance for that evaluation year. It is a ratio of the total points earned from all four evaluations to the minimum competency points which is 100 (Total Earned Points/100). The result will indicate how far above or below minimum competency a teacher has achieved. A ratio score of 1.00 is minimum competency.
5. Salary Recommendations -- These recommendations are based upon the Summative Evaluation Rating.
   a. Merit awards would be awarded for Excels or Commendable evaluation ratings.
   b. Salary advancements would be awarded anyone with a Satisfactory or better evaluation rating.
   c. Hold-at-level would be recommended to anyone below a Satisfactory.
6. Professional Development -- Level a. is awarded to anyone who receives a Satisfactory or better evaluation. Level b. or c. will be given at the evaluator's discretion to anyone who receives below a Satisfactory evaluation.
7. Professional Improvement Suggestions -- These are based upon the evaluative recommendations and comments of both evaluators. The two evaluators should mutually complete this portion.
8. Additional Comments -- These may reflect academic or co-curricular concerns as in accordance with the collective bargaining agreement.
9. Teacher Comments -- The teacher may add any pertinent comments regarding the evaluation report.
10. The two evaluators and the teacher shall sign and date the Summative Evaluation Report.
11. This report shall be completed within 15 calendar days of the last post conference between the teacher and his/her evaluation team. Within 5 school days after the teacher receives the Summative Report, he/she and the evaluation team will meet in conference to discuss the report.

III. The Evaluation Process - Guidelines

A. Preconferences

The following is to serve only as a partial guideline. It is recommended that the administration, in conjunction with teacher representation, establish a set of preconferencing procedures or guidelines.

The following is to serve only as a partial guideline. It is recommended that the administration, in conjunction with teacher representation, establish a set of preconferencing procedures or guidelines.

1. Evaluators Role
   a. Preconferences will be held only preceding the first evaluation of the two by each evaluator.
   b. Establish a meeting date and indicate the tentative class visitation day with the teacher; request a copy of the lesson plans and any other appropriate materials.
   c. Know and discuss the evaluation criteria.
   d. Review and discuss the lesson plans and objectives.
   e. Discuss Part II item 7 of the Preformance Criteria.
   f. Discuss any appropriate ideas referring to the class to be observed.
   g. Discuss Part IV of the Performance Criteria.
   h. No preconference precedes the second observation visit.
2. Teacher's Role
   a. Submit the requested lesson plans and set a time with the evaluator to visit the classroom.
   b. Know and discuss the evaluation criteria.
   c. Review the lesson plans and objectives.
   d. Discuss Part II Item 7 of the Performance Criteria.
   e. Discuss any areas of concern that are related to the class to be observed.
   f. Discuss Part IV of the Performance Criteria.
   g. Only one preconference per evaluator will be held. This is to precede the first evaluation visit. (The second evaluation will begin with an unannounced visitation.)

B. The Classroom Observation and Evaluating

1. Evaluator's Role
   a. Prior to the first visit, study the lesson plans, curriculum, evaluation criteria and other pertinent information.
   b. While observing the teacher's performance, chart what is observed in comparison to the 15 teacher behaviors listed in Part II and III of the Teacher Performance Criteria. (Do not try to rate the class at this time. Simply chart what is seen.)
   c. Following the visit, review the recorded comments for the 15 teacher behaviors in Parts II and III, and in the Formal Report record the rating for each behavior. Use the Performance Criteria to assist in this rating. Where appropriate, provide comments regarding the performance.

d. Complete Part I and IV of the Formal Report either before or after the class visitation.
e. The second evaluation and visitation are unannounced. (The administrator may request lesson plans prior to the evaluation or may request the plans prior to class beginning.)
f. The administrator has the option of returning to the class for more than one visit to assist in the evaluation.

2. Teacher's Role
   a. The teacher will provide the evaluator with the lesson plans and other requested materials.
   b. The teacher should have a copy of the lesson plans readily available.

C. Post Conferences
1. Basic Expectations
   a. Within 15 calendar days of the class visitations, a copy of the completed Formal Report will be given.
   b. Within 5 school days after receiving the Formal Report, the teacher and evaluator will meet in post conference.
   c. A post conference will be held following each of the four Formal Evaluation Reports and following the completion of the Summative Evaluation Report.
2. Evaluator's Role
   a. Schedule a post conference within 5 school days after the teacher receives the evaluation report unless mutually agreed upon to postpone.
   b. For post conferences following the Formal Report, the evaluator and teacher will review and discuss the report.
   c. The teacher and evaluator will date and sign the Formal Report.
   d. Following the completion of the Summative Report, the teacher and one or both of the evaluators will review in post conference the Summative Report.
   e. Copies of the Formal Report and Summative Report will be given to each of the evaluators, the district office and the teacher.
3. Teacher's Role
   a. The teacher will receive copies of the Formal and Summative reports and within 5 calendar days after receiving the report will meet in post conference with the evaluator(s).
   b. The teacher and evaluator will review the evaluation report.
   c. Both the teacher and the evaluator will date and sign the report.
   d. The post conference reviewing the Summative Report may include both evaluators.

D. Appeals Process
1. Should a teacher disagree with the Summative or Evaluative Report, he/she has the right to due process as in accordance with the collective bargaining agreement.
2. Should the evaluation team indicate the need for teacher remediation, the district policy will dictate the appropriate procedures.

IV. Adaptation of the Evaluation Instruments

A. Explanation

1. The basic evaluation instrument consists of three documents.
   a. The Performance Criteria of the Teacher Performance Evaluation Instrument.
   b. The Formal Teacher Performance Evaluation Report.
   c. The Summative Teacher Performance Evaluation Report.
2. There are three adaptations to be used by the following teacher groups in replacement of the base instrument. The groups are
   a. Guidance Personnel
   b. IMC Specialists
   c. Special Education Personnel (certified)

B. Adaptations

1. The Special Education Adaptation of the Performance Criteria of the Teacher Performance Evaluation Instrument.
2. The IMC Specialist Adaptations to the Performance Criteria of the Teacher Performance Evaluation Instrument.
3. The Guidance Personnel Adaptation to the Performance Criteria of the Teacher Performance Evaluation Instrument.

C. Clarification

As the adaptions are completed, the guidelines and samples will be added to this document.

WAUNAKEE COMMUNITY SCHOOL DISTRICT

PERFORMANCE CRITERIA FOR THE TEACHER

PERFORMANCE EVALUATION INSTRUMENT

Rev. 3/14/86

POINTS OF CLARIFICATION

1) The purpose of this document is to provide the criteria by which teacher performance is assessed in the evaluation instrument.

2) This document lists the four major areas of teacher performance - planning instructional skills, classroom management, and professional expectations. Within the four major performance areas twenty-five (25) specific teacher performance behaviors have been identified by which the teacher's performance will be assessed.

3) Under each teaching behavior, three differnt levels of performance are listed.
   a) These three levels of performance are listed by degree of effectiveness with level one (1) being minimally acceptable or satisfactory, level two (2) being the next higher level of effectiveness, and level three (3) being the highest level of effectiveness.

   b) The performance levels are listed hierarchically in that a level two performance additionally includes the characteristics of level one, and a level three performance additionally includes the characteristics of levels two and one.

4) When being evaluated, teachers will be given the point value that reflects the performance level for each teaching behavior.
   a) For a level three performance a teacher would receive three points; a level two performance would provide two points; and a level one performance would result in one point.

   b) If a teaching performance is below a level one or not observed, the teacher would receive zero points.

5) Each teacher and evaluator will be given a copy of the Performance Criteria for the Teacher Performance Evaluations.

I. PLANNING

1. The lesson planning reflects long and short range objectives.

   (3) The plan includes daily and long range (unit or weekly sequential ordering of curriculum objectives.
   (2) The plan includes daily sequential ordering of curriculum objectives.
   (1) The plan reflects some evidence of sequential ordering of curriculum objectives.

2. The teacher prepares a daily lesson plan that contains some of the following elements: objectives, activities, methods, resources / material, time frame, differentiated activities for enrichment or remediation, and/or evaluations.

   (3) The plan includes objectives and four or more of the additionally listed elements.
   (2) The plan includes objectives and three of the additionally listed elements.
   (1) The plan includes objectives and two of the additionally listed elements.

3. The teacher plans to structure the instructional activities to meet the learning objectives.

   (3) The teacher lists the activities in a sequential order (e.g. chronologically (time), conceptually, degree of importance, etc.)
   (2) The teacher relates the activities to the objectives and to one another.
   (1) The teacher indicates the activities to reach the stated objectives.

4. The choices of materials and content are reflected in the lesson plans and are appropriate for the objectives.

   (3) The teacher specifies the content and provides materials that enhance or enrich the objectives.
   (2) The teacher specifies the content and material and they are appropriate for the objectives.
   (1) The teacher specifies the content; although related to the objectives, it's limited.

II. INSTRUCTIONAL SKILLS

1. The teacher follows a process of instruction that logically sequences the learning activities to meet the learning objectives.

   (3) The teacher gets the students on task, clarifies the objectives, teaches to the objectives, and when appropriate models the lesson, provides guided practice, monitors and questions, provides independent activity/assignments and provides closure.

(2) The teacher gets the class on task, teaches to the objectives, monitors and provides guided practice and appropriate assignments/independent work.
(1) The teacher gets the class on task, teaches the lesson, and provides practice/homework.

2. The teacher helps the learner to recognize the purpose/importance of the lesson.

(3) The teacher provides opportunities for the learner to apply the acquired knowledge.
(2) The teacher relates the lesson to the learner's experiences and/or to other disciplines.
(1) The teacher relates the activities to the lesson.

3. The lesson's activities are presented with regards to the students needs.

(3) The planned objectives and activities are at an appropriate level of difficulty not only to allow students to succeed but to encourage higher level learning and participation.
(2) The planned objectives and activities are at an appropriate level of difficulty to challenge students and allow for success.
(1) The planned objectives and activities are at a level of difficulty to encourage students to complete the activity.

4. The teacher applies principles of learning (lesson design, motivation, positive and negative reinforcement, retention, transfer, knowledge levels) to meet the needs of the students.

(3) The teacher uses a number of principles of learning to meet the student needs.
(2) The teacher uses a principle of learning to meet the student needs.
(1) The teacher uses a principle of learning to meet the lesson objectives.

5. The teacher utilizes a variety of teaching methods to instruct the students. (Methods include but are not restricted to the following: drill, inquiry, role playing, discussion, demonstration, lecture, etc.)

(3) The teacher uses three or more teaching methods acceptably.
(2) The teacher uses two teaching methods acceptably.
(1) The teacher uses one teaching method acceptably.

6. While teaching, the teacher communicates clearly and effectively with the students.

(3) The teacher speaks throughout the lesson at various levels of knowledge/thought to provide for learner differences.

(2) The teacher speaks and questions throughout the lesson at a knowledge level that the students can comprehend and incorporates correct subject related terminology.
(1) The teacher communicates clearly.

7. The teacher evaluates the effectiveness of the lesson informally and/or formally. (Note well: To assess this performance behavior, the matter should be discussed in the preconference.)

(3) The teacher monitors the activities and assesses the learning throughout the lesson/unit and evaluates the learning at the end of the lesson, reteaching and enriching where appropriate.
(2) The teacher questions/assesses students during the learning activities and evaluates the learning at the end of the lesson/unit.
(1) The teacher evaluates during the learning or at the end of the lesson/unit.

8. The teacher is knowledgeable in the content area.

(3) The teacher correlates the specific lesson to general bodies of knowledge that go beyond the lesson. (this may include different content areas.)
(2) The teacher is confident and poised while presenting the subject matter and uses clear and exact explanations.
(1) The teacher understands the subject using correct/accurate terminology, concepts or information but is sometimes vague in explanation.

III. CLASSROOM MANAGEMENT

1. The teacher maximizes the time of the class period.

   (3) The classroom pacing is smooth and the lesson moves from one activity to the next without disruption, disorder or confusion.
   (2) The teacher begins and ends class on time and allows ample time to complete the activities.
   (1) The teacher begins class on time but allocates time poorly.

2. The teacher handles routine procedures effectively and efficiently.

   (3) Student behavior indicates a set of procedures has been established, and students independently adhere to it with only occasional reminders from the teacher.
   (2) The teacher consistently enforces the set of procedures.
   (1) The teacher establishes a set of procedures for classroom activity and presents it to the students.

3. The teacher maintains a classroom atmosphere conducive to learning by effective organization of the classroom setting.

   (3) The classroom furnishings and materials are arranged purposefully to enhance learning.
   (2) The room is neat and attractive and the materials are accessible for easy use to facilitate learning.
   (1) The room is usually neat, organized, and unlittered.

4. The teacher maintains a classroom where the student behavior is appropriate for learning.

   (3) The class is well controlled and shows signs of self-discipline and mutual respect.
   (2) The class is well disciplined and under control; when student behavior is off task, the student is corrected effectively.
   (1) The class is usually under control; the teacher usually corrects inappropriate behavior.

5. The teacher creates an atmosphere that enhances learning by establishing challenging student expectations and participation.

   (3) The teacher sets challenging performance expectations and most students are operating at a high productive capacity.
   (2) The teacher encourages high standards and gives all students an opportunity to participate in the activities (Though all students may not participate actively, most will at least participate passively.)
   (1) The teacher expects students to work and provides opportunities for some students to participate actively.

6. The teacher establishes a classroom atmosphere that enhances learning by developing a respectful rapport with the students.

   (3) The teacher demonstrates enthusiasm as well as respect when working with the students.
   (2) The teacher shows respect and consideration for all students and most students respond.
   (1) The teacher generally treats students with respect.

7. The teacher creates an atmosphere that fosters self-confidence and self-worth among the students.

   (3) The teacher encourages all students to participate and/or share their perspectives even when different or unusual.
   (2) The teacher dignifies student responses whether correct/incorrect with positive feedback.
   (1) The teacher acknowledges students by name and some positive reinforcement.

(Responses are viewed as student activity(ies) that is a reaction to the learning experiences.)

IV. PROFESSIONAL EXPECTATIONS

1. The teacher communicates with students and staff in speech and in writing in a professional manner that models expected standards.

   (3) The teacher speaks and writes with grammatical precision, correct spelling, clarity, neatness and exactness.
   (2) The teacher speaks clearly and writes with grammatical precision usually using correct spelling.
   (1) The teacher speaks clearly and writes legibly usually using correct grammar.

2. The teacher develops good rapport with students. The teacher is involved with students beyond the classroom, demonstrating concern for students as unique individuals.

   (3) The teacher interacts easily with students beyond the classroom.
   (2) The teacher is friendly and interested with students beyond the classroom as demonstrated via comments and manners.
   (1) The teacher respects students and offers some encouragement to the students beyond the classroom.

3. The teacher demonstrates professionalism in his/her interactions within the school district.

   (3) The teacher is cooperative with staff, parents and students as seen through his/her eagerness to communicate, to share, and to be involved.
   (2) The teacher freely interacts well with students, parents and staff keeping all up to date.
   (1) The teaacher shows respect for parents, students and staff.

4. The teacher demonstrates professionalism through organizational cooperation.

   (3) The teacher follows the Master Contract, District, School and Administrative policies, procedures and deadlines and volunteers or willingly gets involved in district projects.
   (2) The teacher fulfills professional responsibilities as assigned by the administrator as well as the Master Contract, District, School and Administrative policies and procedures.
   (1) The teacher generally follows established policies and procedures.

5. The teacher demonstrates professionalism through self-improvement activities.

   (3) The teacher not only participates and attends inservices, clinics, workshops etc., but attempts to use new strategies and methods in his/her instruction and shares the ideas.
   (2) The teacher participates in or attends inservices, workshops, clinics, conventions beyond district minimum requirements.
   (1) The teacher completes inservice/staff development requirements.

6. The teacher demonstrates professionalism through assessment activities.

   (3) The teacher self-assesses, is open to constructive criticism, works at suggestions for improvement, and shares new ideas.
   (2) The teacher self-assesses and accepts constructive criticism, recognizes his/her own strengths/weaknesses.
   (1) The teacher cooperates with the district staff evaluation process.

WAUNAKEE COMMUNITY SCHOOL DISTRICT

FORMAL TEACHER PERFORMANCE EVALUATION REPORT

EVALUATOR: _____

TEACHER: _____

DATE OF EVALUATION 1: _____

DATE OF EVALUATION 2: _____

POINTS OF CLARIFICATION - The Formal Evaluation Report

1) This document is to be used by each evaluator to record the results of the first and second evaluation of the teacher.

2) If possible, Part I should be completed prior to the evaluation visit. On the second evaluation Part I will probably have to be completed following the visit.

3) Part IV may be completed prior to or following the class visit but should not be completed without discussion between the teacher and evaluator regarding the criteria.

4) Part V should not be considered the final evaluation conclusions. It indicates where the teacher has been assessed up to that time. It is only by combining all four evaluations that the teacher's overall evaluation can be established.

5) The rating a teacher receives for any particular performance behavior indicates at what criteria level the evaluator judged the teacher in comparison to the Performance Criteria. (Both the teacher and evaluator should become very familiar with the instrument.)

6) For an indepth explanation on how to use the Formal Teacher Performance Evaluation Report, refer to the Evaluation Process Guidelines, II A and B and III.

I. Planning

Rating Scale

1. The lesson planning reflects long and short range objectives.

Evaluation 1 — 3 2 1 0
Comments:

Evaluation 2 — 3 2 1 0
Comments:

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2. The teacher prepares a daily lesson plan that contains some of the following elements: objectives, activities, methods, resources/materials, time frame, differentiated activities for enrichment or remediation, and/or evaluation.

Evaluation 1 — 3 2 1 0
Comments:

Evaluation 2 — 3 2 1 0
Comments:

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3. The teacher plans to structure the instructional activities to meet the learning objectives.

Evaluation 1 — 3 2 1 0
Comments:

Evaluation 2 — 3 2 1 0
Comments:

4. The choices of materials and contents are reflected in the lesson plans and are appropriate for the objectives.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

II. Instructional Skills

1. The teacher follows a process of instruction that logically sequences the learning activities to meet the learning objectives.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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2. The teacher helps the learner to recognize the purpose/importance of the lesson.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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3. The lesson's activities are presented with regards to the students' needs.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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4. The teacher applies principles of learning to meet the needs of the students. (Examples of the principles of learning include lesson design, motivation, positive and negative

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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5. The teacher utilizes a variety of teaching methods to instruct the students. (Methods include but are not restricted to the following: drill, inquiry, role playing, discussion, demonstration, lecture, etc.)

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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6. While teaching, the teacher communicates clearly and effectively with the students.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

---

7. The teacher evaluates the effectiveness of the lesson informally and/or formally (Note well: To assess this performance behavior, the matter should be discusses prior to the visitation within the preconference.)

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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8. The teacher is knowledgeable in the content area.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

III. Classroom Management

1. The teacher maximizes the time of the class period.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

---

2. The teacher handles routine procedures effectively and efficiently.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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3. The teacher maintains a classroom atmosphere conducive to learning by effective organization of classroom setting.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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4. The teacher maintains a classroom where the student behavior is appropriate for learning.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

---

5. The teacher creates an atmosphere that enhances learning by establishing challenging student expectations and participation.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

---

6. The teacher establishes a classroom atmosphere that enhances learning by developing a respectful rapport with the students.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

7. The teacher creates an atmosphere that fosters self-confidence and self-worth among the students.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

IV. Professional Expectations

1. The teacher communicates with students and staff in speech and in writing in a professional manner that models expected standards.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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2. The teacher develops good rapport with students. The teacher is involved with students beyond the classroom, demonstrating concern for students as unique individuals.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

3. The teacher demonstrates professionalism in his/her interactions within the school district.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

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4. The teacher demonstrates professionalism through organizational cooperation.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

---

5. The teacher demonstrates professionalism through self-improvement activities.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

6. The teacher demonstrates professionalism through assessment activities.

Evaluation 1 3 2 1 0
Comments:

Evaluation 2 3 2 1 0
Comments:

V. Evaluation Conclusions

Rating Points: Excels = 2.79 - 3.00
Commendable = 2.40 - 2.78
Satisfactory = 1.00 - 2.39
Unsatisfactory = .00 - .99

A. Evaluation 1

1. Total Points _____

2. Evaluation Rating $\frac{\text{Total Points}}{25}$ = _____

3. Evaluator Comments:

4. Teacher Comments:

_____
Evaluator's Signature

_____
Date

_____
Teacher's Signature

_____
Date

V. Evaluation Conclusions

Rating Points: Excels = 2.79 - 3.00
Commendable = 2.40 - 2.78
Satisfactory = 1.00 - 2.39
Unsatisfactory = .00 - .99

B. Evaluation 2

1. Total Points _____

2. Evaluation Rating $\frac{\text{Total Points}}{25}$ = _____

3. Evaluator Comments:

4. Teacher Comments:

_____
Evaluator's Signature

_____
Date

_____
Teacher's Signature

_____
Date

WAUNAKEE COMMUNITY SCHOOL DISTRICT

SUMMATIVE TEACHER PERFORMANCE EVALUATION REPORT

TEACHER: _____

PRIMARY EVALUATOR: _____

SECONDARY EVALUATOR: _____

DATE: _____

Rev. 3/14/86

POINTS OF CLARIFICATION -- The Summative Evaluation Report

1) This document will be used to record the synthesis of the two Formal Evaluation Reports.

2) Both evaluators should complete the report by mutually developing concluding comments for Part I - IV as well as for the Evaluation Conclusions of Part V items 1-5.

3) For a detailed explanation of the Summative Report, refer to the Evaluation Process Guidelines, Part II C and Part III.

I. Planning
   A. Summative Comments:

   B. Evaluation Rating (Total Earned Points) (16) _____

II. Instructional Skills
   A. Summative Comments:

   B. Evaluation Rating (Total Earned Points) (32) _____

III. Classroom Management
   A. Summative Comments:

   B. Evaluation Rating (Total Earned Points) (28) _____

IV. Professional Expectations
   A. Summative Comments:

   B. Evaluation Rating (Total Earned Points) (24) _____

V. Evaluation Conclusions

Rating Points:

Excels:	2.79 - 3.00
Commendable:	2.40 - 2.78
Satisfactory:	1.00 - 2.39
Unsatisfactory:	.00 - .99

1. Summative Evaluation Rating $\left(\frac{\text{Total Earned Points}}{(100)}\right)$ _____

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2. Salary Recommendations:

   a. Merit Award - Excels _____
   b. Merit Award - Commendable _____
   c. Salary Advancement _____
   d. Hold-at-Level _____

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3. Professional Development Recommendations:

   a. Proceed with the Staff Development Program _____
   b. Proceed with the Staff Development Program and go through the evaluation process _____
   c. Proceed into Intensive Supervision _____

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4. Professional Improvement Suggestions:

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5. General Comments:

6. Teacher Comments:

Primary Evaluator's Signature _____ Date: _____

Secondary Evaluator's Signature _____ Date: _____

Teacher's Signature _____ Date: _____